

# GR 1 Module 05 (Now You See It, Now You Don't)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Module Title: Now You See It, Now You Don't

Essential Question: Why do light and dark come and go?

## Standards

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## Materials/Activities/Resources

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### Core materials:

- HMH Into Reading
- Schoolwide Writing

### Supplemental Resources

- Foundations
- Phonics First
- Leveled Readers
- Decodable Books

### Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz Kids/Reading A-Z

## Technology

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**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

**8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Student Practice Pages
- Anecdotal Notes
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

### **Summative Assessment**

- Module Assessment

### **Benchmark Assessment**

- DIBLES
- F&P Benchmark

### **Alternative Assessment**

- DIBLES Progress Monitoring
- Word Study
- F&P Benchmark

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions

- Scribe
- Study Guides
- Mixed Ability Grouping

## **504**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
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## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **At-Risk of Failure**

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **Gifted & Talented**

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

## **Interdisciplinary Connections**

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SCI.1-ESS1-2	<p>Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam.</p> <p>Make observations at different times of year to relate the amount of daylight to the time of year.</p> <p>Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.</p> <p>Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.</p> <p>Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</p>
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## **Social and Emotional Learning Connections**

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Learning Mindset: Problem Solving

## **Career Readiness, Life Literacies & Key Skills**

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Financial Literacy (9.1):

- By the end of Grade 2
  - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
  - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
  - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
  - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
  - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
  - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  - 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
  - 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
  - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
  - 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
  - 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

## **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.